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THE TEN GUIDEPOSTS PREPARED BY THE
NATIONAL ADVISORY GROUP ON 4-H POSTWAR PROGRAMS

DESCRIPTIONS AND QUESTIONS

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The purpose of the report of the National Advisory Group on 4-H Postwar Programs, entitled "10,000,000 Youth--Let's Help Them Plan Their Future," is to help unify objectives and to chart the broad course for 4-H Club Work in the years ahead. The committee assumed that each State would need to adapt the contents of that report to its own situation after determining the problems, selecting goals, and then devising methods of procedure to reach goals. It is our belief that the technique developed in the report should be helpful in analyzing problems and in determining the proper action to take in their solution. The report presents objectives that merit most careful and thorough consideration and the best efforts extension workers can possibly give to the rural youth of America. If properly utilized, these guideposts should function admirably in the educational growth of rural young people and in helping them to solve some basic problems which they may encounter in selecting and preparing themselves for their life work.

These 10 guideposts are broad in scope and content. There are many important factors to consider under each. It seems obvious, however, that the guideposts need to be delineated and broken down into more simple terms, to be more completely understood by local leaders, 4-H Club members, and others.

The purpose of this circular is to simplify these guideposts by a brief discussion of each and by the use of a series of questions to be discussed under each. The questions under the guideposts are not exhaustive. They are intended to stimulate thinking on the implications of each guidepost and give a fuller and more complete understanding of their significance. The brief descriptions under the guideposts are not intended to answer all the questions raised.

The 10 guideposts, as developed by the National Advisory Group on 4-H Postwar Programs, are:

- I. DEVELOPING TALENTS FOR GREATER USEFULNESS.
- II. JOINING WITH FRIENDS FOR WORK, FUN, AND FELLOWSHIP.
- III. LEARNING TO LIVE IN A CHANGING WORLD.
- IV. CHOOSING A WAY TO EARN A LIVING.
- V. PRODUCING FOOD AND FIBER FOR HOME AND MARKET.
- VI. CREATING BETTER HOMES FOR BETTER LIVING.
- VII. CONSERVING NATURE'S RESOURCES FOR SECURITY AND HAPPINESS.
- VIII. BUILDING HEALTH FOR A STRONG AMERICA.
- IX. SHARING RESPONSIBILITIES FOR COMMUNITY IMPROVEMENT.
- X. SERVING AS CITIZENS IN MAINTAINING WORLD PEACE.

GUIDEPOST I. -- DEVELOPING TALENTS FOR GREATER USEFULNESS

Opportunity to develop talents in acquiring educational growth is a distinct privilege offered to youth in our democratic society. It is more important that boys and girls have a full and complete understanding of what is meant by developing talents. Acquiring an education is, in simple terms, developing talents.

Webster defines talents as ability, faculty, intelligence, gift, mental endowment peculiar to an individual which prepares an individual for certain kinds of action or ability which one possesses at birth. This means that every normal person inherits talents. Talents are possessed in varying degrees by different individuals. Some have superior and very superior talents. These are very intelligent persons. Some have normal or average talents, while others have lower talents. Talents can be developed under adequate learning situations, but each individual must be interested in learning in order to develop his talents, and this interest should be continuous throughout life. Acquiring knowledge and skill, right attitudes and judgments, therefore, should be a lifetime process.

A person may develop talents through various experiences in different kinds of situations. Learning is not confined to any one place. One learns and acquires knowledge and skills both in the schoolroom and outside. There is a growing interest, even among school people, in making wider use of the out-of-doors as the setting for learning situations. 4-H Club work comprises farm and home work to be carried on outside of formal school programs. Many club meetings, however, are held at schools.

Because learning is an active process, the more activity there is involved, such as learning by doing, the more effective is the learning. Several steps are involved in learning. There must be interest on the part of the learner. To be most effective what is learned should be geared to solving some problems. Otherwise it will soon be forgotten. New facts should be associated with something already learned, and the sooner it is put to use the better.

As an educational enterprise, 4-H Club work aims to provide opportunity for rural youth to attain educational growth by developing their talents. Club members learn to do by actually doing jobs. Through projects or demonstration work, judging, presiding at meetings, through games and plays, talks before groups, keeping records, and writing reports, 4-H Club members learn by doing. They learn to do farm and home work in the best possible way, under the guidance of local extension agents, local leaders, and others. Ownership helps to hold the interest of boys and girls in club work. 4-H Club work should always be challenging to the individual member. The activity should be in line with the interest, ability, and needs of the individual boy or girl. Activities most satisfying are learned most quickly. Adequate demonstration at a 4-H Club meeting, and opportunity for discussions, especially for the older club members, are excellent ways of keeping up interest and developing talents. Older 4-H Club members are often assigned responsibility for leadership in helping younger club members with their project work.

As an educational enterprise for rural youth, 4-H Club work places emphasis upon doing rather than merely learning facts. The utilization of knowledge in solving some farm or home problem is the basis upon which 4-H Club work is founded. Through this channel boys and girls develop their talents for greater usefulness.

Some topics for discussion under Guidepost I:

- 1.. What is meant by talents?
2. Why do youth need to develop talents?
3. How can talents be developed?
4. How does 4-H Club work aid youth in developing talents?
- 5.. To what extent does learning to do by doing in performing some worth-while work in farming or homemaking develop talents?
6. Why is learning through experiencing considered to be the most effective way of learning?
7. How do club members attain educational growth through definite projects or demonstrations?
8. Why should club projects be challenging to the interest, ability, and needs of individual boys and girls?
9. How can 4-H Club activities be made challenging to boys and girls?
10. Why do youth and their local leaders need to understand that the value of knowledge is determined by its own worth in solving problems in everyday life?
11. What are the steps in learning?
12. How does 4-H Club work stimulate the desire to learn by providing a definite learning situation?
13. How does 4-H Club work teach pride in ownership?
14. To what extent does club work aid boys and girls in acquiring property of their own?
15. How does ownership of property lead to thrift and develop habits of saving?
16. How does club work help boys and girls to develop their leadership qualities?
17. How important is it for youth to understand that learning can be acquired under various conditions and circumstances in everyday life?
18. To what extent does 4-H Club work enable boys and girls to learn about health and recreation and to develop desirable ideals and habits in these two fields?
19. How do 4-H Club members learn to cooperate and work with others?
20. To what extent does 4-H Club work offer opportunity for the use of leisure time to advantage?
21. How does club work teach boys and girls to make the best use of experts and scientific knowledge available in all fields?
22. In what ways does club work help boys and girls to learn about nature, the things that live and grow, the soil, the animals and plants, the birds and trees?
23. What values does club work have for boys and girls in learning how to conduct their own affairs and how to express their minds clearly and concisely?
24. To what extent do 4-H Club members learn values in quality products through their club experience?
25. To what extent does 4-H Club work stimulate rural youth to go to school and college to acquire further education?
26. Why will youth of today and tomorrow need to be better educated than youth of yesterday?

GUIDEPOST II. -- JOINING WITH FRIENDS FOR WORK, FUN, AND FELLOWSHIP

4-H Club work is a voluntary activity on the part of farm boys and girls. They join a club because of their interest in cooperating and working with others. Club members not only work with others but they play and have fellowship with other members of the Club. Normal persons like to join with their friends for work, fun, and fellowship. Proper social contacts are essential in everyday life. Boys and girls need to learn early in life some of the values that come from cooperating and working with others. One of the most

important lessons to learn in life is how to get along with people. It is an accomplishment that pays good dividends and is essential to success and happiness in life. Every normal person should learn how to work efficiently and skillfully. There are ways of making work a pleasure rather than a task. Work becomes a pleasure when the mind is brought into use, where there is interest, a challenge, and where thinking is required. 4-H Club work offers many opportunities for young people to learn how to enjoy work. Club members like to have fun by engaging in games and plays and other social and recreational activities. They also like the opportunities that club work offers for fellowship. Good fellowship is a valuable asset to a happy and contented life.

Planned programs that function in helping rural boys and girls to join with friends for work, fun, and fellowship form a worth-while objective for 4-H Club work.

Some topics for discussion under Guidepost II:

1. What are some values 4-H Club members derive from joining with friends in work?
2. How can work be made a pleasure rather than a task?
3. What is the relation between physical and intellectual effort in work?
4. Why should every able-bodied person know how to work efficiently and skillfully?
5. What opportunity does the 4-H Club offer for intelligent work?
6. What other kinds of work outside the 4-H Club should young people learn to do?
7. How important is fun to one's happiness?
8. What part should fun have in the 4-H Club program?
9. How does club work teach members to work and play together?
10. What are some good ways the 4-H Club offers opportunity to have fun?
11. To what extent do play and recreation challenge and develop the mind in producing fun?
12. What kind of recreation does your community have?
13. How do you think the recreational opportunities in your community could be improved?
14. What has your 4-H Club done along this line?
15. What is the meaning of fellowship and what is its purpose?
16. To what extent does one need fellowship?
17. How does 4-H Club work help in promoting good fellowship?
18. To what extent is good fellowship essential to the success of a 4-H Club?

GUIDEPOST III. -- LEARNING TO LIVE IN A CHANGING WORLD

Recent years have brought many changes in our own country and in the world. Scientific discoveries and the utilization of scientific methods are definite contributors to these changes. The World War has created changes. The world has never been at a standstill. There have always been changes, but the past quarter of a century has been a period of rapid change in the lives of people everywhere. With the coming of the airplane and other swift means of travel, distances have been shortened to the extent that peoples of different countries have become neighbors.

Mechanical power and technology have definitely caused changes in our way of life. This is as true with respect to methods of conducting war as in trying to maintain peace. Mechanization in industry and on the farm has

caused vast changes in the use of manpower. It is important that youth know what these changes are. Less manpower will be needed in both industry and in farming in the future. What effect will this condition have on obtaining jobs? Adjustments must be made to meet these changes. The youth of our country will live their lives in this changing world. For their well-being it is to their interest to strive to the utmost to prepare themselves physically, intellectually, and socially to live in that world. More knowledge and skill will be needed in the years ahead. 4-H Club work has much to offer rural boys and girls in their efforts to learn to live in a changing world. Rural youth should take advantage of these opportunities for developing leadership; acquiring habits of thrift, saving, and intelligent spending; attaining an education; and developing habits of study and of keeping up-to-date on world affairs. Such experiences form the basis for living a happy and satisfying life. Youth need training that will develop minds capable of straight thinking and judging rightly the steps by which freedom can be democratically attained. The value in education is in developing proper attitudes, convictions, and the will to do the right thing at all times. Learning to do by doing -- learning through experiencing -- is the most effective way of acquiring both knowledge and skill. Events since the beginning of World War II indicate without any doubt that we have entered a new world. This new world will be as challenging and offer as many privileges and opportunities as any period in the world's history. Youth of today must be adequately prepared for the new world in which we have entered in order to make the most of their lives.

Some topics for discussion under Guidenpost III:

1. To what extent are we living in a changing world?
2. What are the causes of this condition?
3. Why has the development of science and the use of skill been moved forward during World War II?
4. What are some changes in farm life that are occurring now and will continue to occur?
5. What effect, if any, will wartime experiences have on agricultural production and consumption?
6. What are some changes that are taking place in our industrial life?
7. Why should these changes be of particular interest to rural youth?
8. What are some adjustments rural youth will need to make to be prepared for these changes?
9. Why will competition be keener in the future in most every occupation and profession?
10. Why is it important that rural youth understand the impact of changing conditions on their lives?
11. How can programs of training, counseling, and guidance in the basic objectives of 4-H Club work best contribute to the fullest development of youth?
12. Why should older 4-H Club members be given more responsibility in leadership activities?
13. Why should thrift, saving, and sensible spending be stressed in 4-H Club work?
14. Why is it important that youth keep up to date and well informed on world affairs?
15. Why is it important for youth to learn how to live in a democratic society?

16. Why do youth need to understand how war-formed habits of cooperation and good citizenship can continue to function in peacetime?
17. To what extent does good citizenship imply sharing responsibilities along with benefits derived from a democratic society?
18. Why do youth need to understand some things they can contribute as individuals to a changing world?
19. How does an inquiring mind help one to become better prepared to live in a changing world?
20. What other things does one need to know in order to live satisfactorily in a changing world?

GUIDEPOST IV. -- CHOOSING A WAY TO EARN A LIVING

In the early years of our country almost all of the people farmed for a living. Land was the origin of life, the farm family was the fountainhead of the population, and society was chiefly rural. Agriculture was the earliest of the arts. Radical changes have come about since that time. Today less than one-fourth of the population of our country earn their living from farming. In the immediate years ahead probably one-half of the rural boys and girls will need to leave the farm for other kinds of employment in the urban centers. Many rural youth will want to choose a way of life in towns and cities by preference; others would prefer to remain on the farm if opportunities are afforded. The use of invention and scientific experiments have brought radical changes in farming. Mechanization has greatly reduced the need for manpower on the farm. In the use of science the American farmer is seeing the light of a new day. His educational standards have been raised. The value of science applied to agriculture is being recognized more and more as the years go by. The utilization of knowledge and skill in all kinds of farm operations is a reality. This is a challenge to youth to acquire an education and to make a wise choice in a life work.

There are many opportunities in farming as a way of life. For those farm youths adapted to farming and trained in the science of agriculture, farming as a vocation has much to offer in comfortable living and for happiness and contentment.

Farm youth should consider seriously the many opportunities which farming as a vocation offers in their efforts to choose a way of life. This is one of the most important decisions every youth will have to make. A wise choice in this direction may mean the difference between success and failure.

To be happy and contented in a profession or an occupation is an important signpost on the road to success. One function of education is to assist youth in the attainment of right judgments to prepare for complete living, to be useful, and to maintain control of the values of life.

It is our belief that 4-H Club work offers many opportunities for farm youth to gain experience in working with farm and home problems that will be helpful to them in choosing a way of life.

Some topics for discussion under Guidepost IV:

1. How was land the origin of life?
2. Why was rural life the origin of society?
3. What are some of the impacts of science and invention on farming?
4. Why is it important for young people to choose a way of earning a living?
5. How can youth best make this decision?
6. Why do most young people need help and guidance in choosing their life work?
7. What guidance will they need?
8. What are some guidance values 4-H Club work offers?
9. How do experiences in doing farm and home work help in making decisions?
10. What are some decisions all youth have to make in life?
11. What are some things farm youth need to know in order to make a wise decision of a life work?
12. How can information of this kind be best obtained?
13. How important is it that farm youth learn about opportunities in farming?
14. What effect may the farm-to-city movement have on making a decision as to a life work?
15. To what extent does increased efficiency in farming tend to make rural people available for other kinds of work?
16. How has greater use of machinery affected farm life?
17. Why will some farm youth need to leave the farm for other lines of work?
18. How has the use of machinery affected urban life?
19. Why does a farmer need more and better education today than he did in other years?
20. What are some qualities that are essential to be a successful farmer?
21. Why does farm youth need to do some exploring of many kinds of occupations and professions before deciding on a life work?
22. How old should young people be before they begin to think about choosing a life work?
23. What kind of education and training are needed for a boy or a girl who wishes to live on the farm and earn a living there?

GUIDEPOST V. -- PRODUCING FOOD AND FIBER FOR HOME AND MARKET

In time of hunger, famine, and starvation throughout the world the American people are being called upon to produce and conserve all the food they can. 4-H Club members are being asked to do their full part in this worthy endeavor. They are responding to the call and will continue their efforts to help feed and clothe starving people in other parts of the world so long as there is need. Farm people have set crop production goals higher than at any other time in our history. It is gratifying to know that 4-H Club members are a part of this great army of producers to supply food for hungry people. Farmers have the responsibility not only of providing food for their own household but of feeding those engaged in other lines of activity.

In no other period of our history has the importance of adequate food and fiber been so thoroughly demonstrated as during World War II. Even now, when peace has been declared, there are millions of people in the world who are inadequately fed and clothed. Many are even starving because of lack of food. Farm youth need to understand early in life the full significance of agriculture and farm life to the welfare of the Nation and the world and to appreciate the vast contribution farm life has made to

the general welfare in time of peace and war. Unquestionably food has had a vital part in winning the war and will without doubt exert a significant part in maintaining world peace. Through experiences gained in 4-H Club work, rural youth learn how science can be used in the best way to produce and market food and fiber. They also learn many scientific methods of soil improvement, proper crop rotation, ways of improving livestock, and numerous other practices that lead to higher living standards in the home and on the farm.

Some topics for discussion under Guidepost V:

1. Why should youth help to produce extra food for other countries?
2. Why should farm youth learn early in life the best methods of producing food and fiber?
3. Why should farm people produce most of the food they consume?
4. What value did food and fiber have in winning World War II?
5. What part may food and fiber play in maintaining peace?
6. What are the world demands at present for food and fiber?
7. What effect did World War II have on food production in this country?
8. Why should every farm family produce a good garden?
9. Why may we expect the demand for food and fiber at home and abroad to decrease somewhat in the years ahead?
10. What effect will the decreased demand have on farm prices?
11. What effect will a better knowledge of dietary needs and habits of eating proper foods have on food consumption?
12. What relation does an adequate food supply have to human welfare?
13. How can 4-H Club work help to raise the income of farms through wise production and marketing?
14. What effect may farm income have on the welfare of youth?
15. What should farm youth know about world conditions in food production and consumption?
16. How can 4-H Club work contribute to a better understanding of this problem?
17. What is 4-H Club work doing to help youth learn the best and most effective ways of producing and marketing food and fiber?
18. How much has your 4-H Club work helped in raising the nutritional level of farm families in your community?
19. To what extent has 4-H Club work aided club members in earning an income of their own?
20. What is 4-H Club work doing to help increase soil fertility and food?
21. Why should rural youth learn about the care and management of cropland, pastures, forests, watersheds, and irrigation facilities so that they will yield to their utmost?
22. Why is the maintenance of fertile soil so essential to the production of an adequate supply of food and fiber?

GUIDEPOST VI. — CREATING BETTER HOMES FOR BETTER LIVING

To provide better homes for better living is a worthy objective of cooperative extension work for farm youth. To be reared in a good home where happiness prevails is one of the greatest values in youth development. Many farm families have never been adequately housed. Too many farm homes are unattractive. Wartime conditions have delayed improvements

and repairs to many farm homes. Many rural homes are by now almost beyond repair. Accumulated savings should make it possible for most farm homes to be improved. Farm people could do more than many do to make their homes comfortable and more attractive. Youth will soon lose interest in farm life if their homes are unattractive and inconvenient. Many homes need running water, electricity, bathing facilities, painting, decorating, and landscaping. 4-H Club members should learn early in their lives the many advantages of being reared in a comfortable and an attractive home to which they would not be ashamed to invite their friends. 4-H Club members have it within their power to contribute much in helping to make their homes more attractive, but they cannot do it all by themselves. They must have the full and complete cooperation of their parents. An attractive and comfortable home will help to keep the morale of the family on a high level and will be a great force in charting the way to happiness and contentment for both youth and adults.

Some topics for discussion under Guidepost VI:

1. Why should every farm family want to have a good home?
2. What are your ideas of what makes a well-equipped home?
3. How does the standard of most farm homes compare with urban homes?
4. What can 4-H Clubs do to help make homes better and more attractive?
5. What effect has World War II had upon home repairs and improvements?
6. What are some of the greatest needs of the homes of your community and county?
7. How can 4-H Clubs inspire and help young people in improving their homes?
8. What suggestions do you have for ways of improving your own home?
9. What values do landscaping, shrubbery, and flowers have in making farm homes more attractive?
10. Why are so many farm homes lacking in some of these improvements?
11. Why should every member of a farm family be proud of his home?
12. How important is it that efficient management of the farm and the home be stressed in 4-H Club work?
13. To what extent should 4-H Club work teach young people how to make simple home and farm improvements?
14. Why should 4-H Club members learn the importance of home improvements that make for safety, convenience, comfort, and family welfare?

GUIDEPOST VII. -- CONSERVING NATURE'S RESOURCES FOR SECURITY AND HAPPINESS

There has come a vast change in recent years in the attitude of many people toward the importance of conserving natural resources. Commendable progress has been made in recent years in soil conservation, flood control, reforestation, and in conserving timber already standing on the land. It is believed the conservation of natural resources can be greatly extended by more constructive work in this field with young people. Youth need to understand more fully and to have a higher appreciation of the value of natural resources to their welfare. 4-H Club programs are already giving attention to conservation in various ways, but more needs to be done to enlighten rural youth and adults and to enlist the active participation of a larger number of them in conservation activities. Many parents of 4-H Club members do not have as clear an understanding and appreciation of the value of conserving natural resources as they should have. Needless to say, more educational work is needed in order to impress upon the minds of adults the

importance of conservation. Reforestation is an activity which 4-H Club members can engage in as a group or as individuals. County 4-H forest demonstrations are being established in some States, as are also memorial forests for ex-service people. Interest in such activities should increase in the immediate future.

Some topics for discussion under Guidepost VII:

1. What is meant by conserving natural resources?
2. To what extent is the welfare of our country dependent upon the conservation of resources?
3. Why is it that our soils and forests have been so much reduced in productivity?
4. What education is needed to acquaint both youth and adults with values inherent in fertile soils and productive forests?
5. What are some specific things 4-H Club members can do to help conserve our natural resources?
6. What are club members doing to help conserve resources?
7. What is the situation in your community and county in regard to soil, wildlife, fish, water, and forest protection?
8. What should be done to improve these situations in your community and county?
9. What is your 4-H Club doing along any of these lines?
10. What are some ways through which conservation of resources contribute to security and happiness?
11. How should the 4-H Club program be adjusted to make it more effective in conserving resources?
12. What are some important things 4-H Club members should know about conserving soil?
13. In addition to carrying away topsoil, how does erosion cause people to suffer numerous physical, social, and economic ills?
14. What are some erosion control practices which 4-H Club members can learn to use without much additional labor and equipment?
15. What part should 4-H Club work have in the production and conservation of forests and especially in the prevention of forest fires?
16. How vital is a productive farm forest to the welfare of the farm family?
17. What are 4-H Club members doing to establish and conserve the farm forest around their own homes?

GUIDEPOST VIII. -- BUILDING HEALTH FOR A STRONG NATION

There is a growing need for more positive action to attack the Nation's health problem. The recent war has served to bring home to more people the need for adequate health facilities. Data from the Selective Service showed that more than 4-1/2 million young men were unfit for military service during the war. Between 1942 and 1943 forty-three percent of all registrants examined were rejected because of physical or mental deficiency. In this connection the rural areas were in a worse condition than the urban centers.

One of the four elements in the 4-H Club pledge is "My Health to Better Living." This statement is often repeated by 4-H Club members. It is important that every 4-H Club member fully and completely understand the significance of this statement as a vital part of his welfare. The improvement of health is, therefore, one of the prime objectives of 4-H Club work. Health can be improved

by learning the proper foods to eat and developing habits of eating them, and by developing other health habits, such as adequate sleep, proper exercise, personal cleanliness, and correct posture. 4-H Club members contribute greatly to family health by helping to produce and process food for the home. Club work can also function in inspiring others to develop health habits. Safeguarding health is of prime importance to human welfare. It should not be neglected. Many of the valuable health lessons are learned in the home as they should be. As an instrument of ideas and emotions the human body should be developed as a reservoir of the inner life. Every 4-H Club member should develop habits of healthful living, personal cleanliness and proper exercise. This is the only way to build a strong nation.

Some topics for discussion under Guidepost VIII.

1. To what extent do you think we are a healthy people in the United States?
2. What did the recent draft show us about the health status of our country?
3. Why should every person strive to be healthy?
4. What in your opinion constitutes an adequate diet?
5. About what percentage of our people use diets that meet nutritional needs?
6. To what extent do club members you know practice eating the foods that make a proper diet?
7. Are all health problems individual? Name some that go beyond the individual.
8. To what extent does personal cleanliness contribute to good health?
9. What has your 4-H Club program contributed to the health of your community?
10. What have you, as a club member, contributed to the improvement of your own health and the health of your family?
11. What are you and your 4-H Club doing to help prevent accidents that affect health?
12. What are some health habits which every youth should develop?
13. Who are healthier, city youth or rural youth?
14. Why should 4-H Club work be concerned about the health of the family and of the community?
15. What are some community health activities in which 4-H Club members can engage?
16. What is the relation of proper diet to health?
17. Why should every club member know what constitutes a proper diet and develop proper eating habits?

GUIDEPOST IX. -- SHARING RESPONSIBILITIES FOR COMMUNITY IMPROVEMENT

A group of people living reasonably close together in a locality and bound together by common interest constitute a community. A rural community may be defined as a group of farms served by the same primary trade center, the primary center being a town or village where farm families buy most of the necessities of life, such as certain foods and clothing. A community differs from a neighborhood in that the neighborhood is simply a group of families living conveniently close together. A real community is a social group which is more or less self-sufficing and is large enough to have its own center of interest.

Every community has human needs which are of interest to members of the group. There are physical needs such as health, material needs such as wealth, social needs such as lodges and clubs, intellectual needs such as schools, artistic

needs such as beautification of homes and school and church grounds, spiritual needs such as the church, ethical needs such as law and order. A community is a form of social organization designed to meet certain human needs. Not all people have the same needs in the same degree, but to satisfy the needs of a community the people of that community must cooperate and work together. 4-H Club work emphasises cooperation. Here opportunity is offered boys and girls to learn how to cooperate and work together for their own good, for the good of their homes and their communities. This is the democratic way and is important in our way of life. In every well-organized community there must be active evidence of cooperation of all concerned.

Some topics to discuss under Guidepost IX:

1. What is a community?
2. How well do you know your community?
3. What are some of the needs of almost every community?
4. What is one of the most important things in getting community improvement?
5. What is a neighborhood?
6. How does a neighborhood differ from a community?
7. Why does power lie in cooperation?
8. How can community spirit be built up?
9. Why should young people share responsibilities with their parents and others in making community improvements?
10. What kind of improvements would you like to see made in your community?
11. What are the things that go into the making of a good community?
12. How important is it that individuals and families of a community cooperate in making improvements?
13. How can your 4-H Club help in bringing about community improvements?
14. Mention some things your 4-H Club has done to make your community better.
15. What are some social, economic, and civic values young people can obtain by taking part in community improvements?
16. Why do different communities have different standards?
17. Why do some communities have a greater desire for improvements than others?
18. What effect may farm income have on community improvements?
19. What are some reasons why many rural communities have gone backward rather than forward?

GUIDEPOST X. -- SERVING AS CITIZENS IN MAINTAINING WORLD PEACE

Webster says that a citizen is one who enjoys freedom and privilege, a person native or naturalized, one who owes allegiance to a government and is entitled to reciprocal protection from it.

The great importance of world peace has been fully demonstrated since the mastering of atomic energy. Youth should be vitally concerned about world peace because they have to live most of their lives in this new age. How can the youth of today best serve in helping to maintain world peace? They must first develop into good citizens themselves, by learning to live in accord with their fellow men. They need to know what world organization means and what is being done to establish peace among nations. They must understand what democracy really means and learn to live the democratic way of life and take active part in organized society. Youth must learn to be tolerant and sympathetic toward the point of view of others.

Discussion groups provide excellent opportunity for a better understanding of world peace. Through various activities such as project or demonstration work, plays, games, and the like, 4-H Club work offers excellent opportunities for youth to learn the democratic way of life, how to live and get along with people.

President Harry S. Truman said, "If we do not want to die together, we must learn to live together in peace." In a joint declaration issued by President Truman, Prime Minister Atlee, and Prime Minister King, in November 1945, this statement was made: "We are aware that the only complete protection for the civilized world from the destructive use of scientific knowledge lies in the prevention of war." It seems obvious that if civilization is to survive we must cultivate and develop the right kind of human relations. This means that all people of all countries must learn the science of living and working together in a world at peace if civilization is to survive.

Some topics for discussion under Guidepost X:

1. Who is a citizen?
2. What privileges may a citizen enjoy?
3. What obligations does citizenship imply?
4. Why do young people as well as older people desire world peace?
5. Why is it essential today more than ever that the world strive to maintain peace?
6. How has the atomic bomb demonstrated that people must learn to live together in peace?
7. Why is it significant that young people be deeply concerned about world peace?
8. Why is it important that youth understand and appreciate the democratic way of life?
9. How does participation in organized society help to give youth a better understanding of democracy?
10. Why should older rural youth be provided an opportunity for larger participation in affairs of the farm and the community?
11. Do you think that the maintenance of world peace is simple or complicated? Reason for your answer.
12. What are some factors that will enter into maintaining world peace?
13. What can 4-H Club members do individually to help maintain world peace?
14. What can your 4-H Club do in this direction?
15. What should young people know about world organization?
16. What procedures shall young people follow in order to educate themselves better about world affairs?
17. What values would 4-H Club organizations in foreign countries have in helping to maintain world peace?
18. What values does 4-H Club work have in promoting the democratic way of life?

The foregoing descriptions of the 10 guideposts and the questions under each will probably have their greatest value with the upper teen-age group of 4-H Club members. They are not limited to that group, however. With certain explanations on the part of State and county extension workers and their local leaders, the questions under the guideposts can be explained and understood by the lower age groups. Because these guideposts are significant in any program for the fuller and more complete educational development of farm boys and girls, they should be thoroughly studied and discussed. The 4-H Club program in each State, county, and community should be geared to these guideposts. Adjustments will need to be made

to suit local conditions involved in developing the 4-H Club program.

SUGGESTIONS ON HOW THESE GUIDEPOSTS CAN BE MOTIVATED AND UTILIZED IN DEVELOPING
AND CARRYING OUT THE 4-H PROGRAM

1. The guideposts should be the broad basis on which to develop the 4-H Club programs.
2. The projects or demonstrations should grow out of and be definitely geared to one or more of these guideposts.
3. The guideposts can be used effectively by 4-H Club members in conducting discussion groups.
4. The guideposts can be used as the basis for talks by 4-H Club members at camps, before Rotary, Kiwanis, and other group meetings.
5. The guideposts can be used in working out demonstrations to be put on before group meetings.
6. The guideposts can be used in working out citizenship ceremonies.
7. The guideposts can be used to advantage in training local leaders.
8. They can be used at State and local 4-H council meetings as the basis for discussions.
9. The guideposts can be used to give parents of 4-H Club members a fuller and more complete knowledge of what 4-H Club work is trying to do for youth.
10. They can be used to give 4-H Club members a better understanding of the broader objectives of 4-H Club work.
11. The guideposts can be used to give the public a better understanding of the purposes of 4-H Club work.

If properly understood and effectively used, these guideposts should have much value, especially in developing programs and in holding the interest of older club members longer in 4-H work. The guideposts have broad adaptations which can be adjusted to the interest, ability, and needs of different age groups. They will probably have their greatest value, however, and can be more easily understood by club members of some experience who are a little older than the beginning members. It is hoped that all State and county extension workers and their local leaders will exert their full power to make these guideposts function as an integral part of the 4-H Club program.

Finally, the ultimate value of these guideposts to 4-H Club work will depend on how effectively they are analyzed, studied, and put to immediate use in developing 4-H Club program for the years ahead. The guideposts are not entirely new. 4-H Club work has been conducted in most of these channels over the years. These guideposts are based on sound principles of education and, therefore, constitute a challenge. They merit the best efforts of all extension workers.